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ABSTRACT

Teaching social studies skills such as problem solving, reasoning, thinking, and cognitive skills is the topic of this annotated bibliography. The following kinds and amounts of materials are cited: (1) 10 citations from "Resources in Education" (RIE); (2) 11 citations from "Current Index to Journals in Education" (CIJE); (3) 21 commercially available "Student and Teacher Materials" (12 student materials and 9 teacher resources); (4) 3 related professional organizations that may prove helpful in this area; and (5) 3 journals and newsletters. (DC)

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REFERENCE SHEET ON SOCIAL STUDIES SKILLS

ERIC Clearinghouse for Social Studies/Social Science Education Boulder, CO

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This reference sheet is provided as a service of ERIC/ChESS. It is intended to indicate the variety of useful materials available by listing a sampling of current materials and resources representing various educational strategies and a diversity of developers or publishers. It is our hope that this document will assist you to broaden your search for appropriate, stimulating, and pedagogically sound educational materials. We welcome your interest and hope that ERIC/ChESS may be of further service to you in the future.

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CONTACT A PROFESSIONAL ORGANIZATION

National Council for the Social Studies
3501 Newark Avenue, N.W.
Washington, DC 20016

Social Science Education Consortium, Inc.
855 Broadway
Boulder, CO 80302

Social Studies Development Center
513 North Park Avenue
Bloomington, IN 47401

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JOURNALS

Social Education
National Council for the Social Studies
3501 Newark Avenue, N.W.
Washington, DC 20016

The Social Studies
400 Albemarle Street, N.W.
Washington, DC 20016

Social Studies Review
616 Juanita Way
Roseville, CA 95678

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March 1983

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ED 221 407. INCORPORATING SKILLS INTO SOCIAL STUDIES PROGRAMS, K-12, edited by George Gregory. 1981. 62 pp. EDRS price: MF01/PC03 plus postage.

This guide is designed to assist schools in implementing developmental skills in social studies programs for grades K-12. Among the many planning aids provided are detailed charts of such skills as getting, using, and presenting information and developing constructive attitudes toward diversity, change, ambiguity, and conflict; activities introducing or reinforcing social studies skills at particular levels; a procedure for implementing a social studies skills program; and assessment systems.

ED 214 848. SKILLS FOR THE FUTURE, by Gary R. Smith. 1979. 78 pp. EDRS price: MF01 plus postage; PC available only from Center for Teaching International Relations, University of Denver, Denver, CO 80208 ($7.95 plus postage).

This publication contains two miniunits to help students in grades 7-12 build skills for the future. The exercises can also be adapted for use in grades 4-6. The first unit, "The Arithmetic of Growth," deals with two concepts--exponential growth and doubling time. The second unit, "Lateral Thinking for Creative Problem-Solving," attempts to present concrete ways to enhance the creative thinking process for attacking specific personal and societal problems.

ED 210 221. REASONING IN SCIENCE AND SOCIAL SCIENCE, edited by Russell M. Agne. 1980. 96 pp. EDRS price: MF01/PC04 plus postage.

Science and social studies teachers can use the sample learning activities presented in this document to teach reasoning skills in grades 5-9. The first part of the publication contains 40 science learning activities; the second part contains 32 social studies activities. These involve students in using such skills as graphing, reading selections to find specific information, classifying words, brainstorming, and analyzing.

ED 200 494. BASIC SKILLS IN ASIAN STUDIES, by James Hantula. 1981. 72 pp. EDRS price: MF01/PC03 plus postage.

One of a series of papers on Asian studies, this document contains 20 learning activities for developing basic skills while teaching Asian studies at the secondary level. The field-tested activities are self-contained and include short readings followed by student worksheets. Geography, history, reading, and thinking skills are covered.

ED 195 519. DEVELOPING SKILLS IN SOCIAL STUDIES, by William C. Kroen, Jr. 1980. 9 pp. EDRS price: MF01/PC01 plus postage.

According to the author, social studies teachers face pressure from demands for greater emphasis in various content areas, as well as demands for accountability for basic competence. The latter demand offers an opportunity to return to the broad perspective of teaching students not "what to learn" but "how to learn." A sequential teaching strategy for providing students the opportunity to learn how to inquire, investigate, evaluate, and assimilate is presented, along with guidelines for presenting skills to students.

ED 194 441. GRAPHING: A STIMULATING WAY TO PROCESS DATA, by Michael L. Hawkins. 1981. 9 pp. EDRS price: MF01 plus postage; PC available only from NCSS, 3501 Newark Avenue, N.W., Washington, DC 20016 ($1.00).

This paper is concerned with helping elementary and junior high school students interpret and construct bar, picture, link, and circle graphs. Information is given on uses, construction, evaluation, types of graph paper, derivation of data, follow-up activities, and interpretation of the four types of graphs. Examples of questions teachers should ask to guide students through the process of analyzing a graph are given.

ED 188 129. IMPROVING COGNITIVE SKILLS: PROCEDURES, PROBLEMS AND PROSPECTS, by Hope J. Hartman-Haas. 1980. 25 pp. EDRS price: MF01/PC01 plus postage.

Working from a Piagetian point of view, the author argues that the explicit teaching of reasoning skills is necessary, since not every student attains the formal operational level without special intervention. Described are courses in cognitive-processes development that focus on enhancing such skills as problem solving, decision making, logical thinking, and analytical reasoning. The author cites the perceived lack of official curricular status of listening and thinking skills as the reason for students' resistance to cognitive skill instruction.

ED 184 921. DEVELOPMENTAL SKILLS FOR PERSONAL AND SOCIAL RESPONSIBILITIES. 1979. 15 pp. EDRS price: MF01/PC01 plus postage.

This document outlines behaviors that students in grades 1-9 should exhibit to indicate that they are progressing toward success in academic work, fulfillment at work and home, and participation in a pluralistic society. The objective is to help parents and classroom teachers identify behaviors and interpret them as indicators of developmental skills for student personal and social responsibility.

ED 179 479. INTEGRATION OF CONTENT AND PROBLEM SOLVING SKILLS. 1979. 11 pp. EDRS price: MF01 plus postage; PC not available.

This brief guide is designed to help teachers learn how to integrate content and problem-solving skills in the social studies curriculum. Materials in the guide include a chart showing the basic problem-solving skills and associated subskills; an overview of an integrated unit of instruction on the American Revolution; a sample student guide sheet showing how content and skills are integrated; and a sample teacher guide sheet showing answers expected from students. Eleven questions/problems used to organize the unit on the American Revolution are presented.

ED 179 460. A LEARNING GUIDE FOR SOCIAL STUDIES SKILL DEVELOPMENT, 7-12. 1979. 186 pp. EDRS price: MF01/PC08 plus postage.

Eight social studies skills and strategies for their implementation at the secondary level are outlined in this guide prepared by the Wisconsin State Department of Public Instruction. Each skill is presented in a separate chapter which defines the skill, offers a rationale for its inclusion, and provides sample activities. Skills covered are listening and speaking, reading, writing, observing, space and time, quantitative, problem solving, and democratic participation.

JOURNAL ARTICLES

Annotations of articles from journals covered in the ERIC system follow. All annotations appear in the Current Index to Journals in Education (CIJE), which is published on a monthly basis and is available at libraries throughout the country. In those cases where the journal annotation is not sufficient and the reader wishes to read the original article in its entirety, the reader must locate the appropriate issue of the journal in a library or on the newsstand. School, university, and public libraries are particularly good sources. If noted, reprints are available from University Microfilms (UMI), P.O. Box 1764, Ann Arbor, MI 48106.

EJ 269 067. "Sequential Skills for the Eighties," by Bernard J. Sauers. SOCIAL SCIENCE RECORD, volume 19, number 1, pp. 267-279, March 1982. Reprint available from UMI.

The author suggests that a sequential skills program can provide a new and important focus for the K-12 social studies program. The reading, writing, and thinking skills that should be taught are discussed, and sample learning activities are suggested.

EJ 265 144. "Using Writing to Learn Social Studies," by Barry K. Beyer. SOCIAL STUDIES, volume 73, number 3, pp. 100-105, May-June 1982. Reprint available from UMI.

This article suggests five ways that K-12 teachers can use writing activities to teach knowledge and skills in social studies. Writing tasks are designed to help students learn how to form hypotheses, generate new knowledge, conceptualize, reinforce learning, and develop empathy.

EJ 265 107. "Problem Solving With Students," by Bill Horning and Lawrence Stevens. SOCIAL STUDIES REVIEW, volume 21, number 3, pp. 30-33, Spring 1982. Reprint available from UMI.

The authors suggest ways in which secondary social studies teachers can help students develop skills in problem solving.

EJ 255 603. "Skills vs. Content," by Henry E. Mueller. SOCIAL STUDIES TEACHER, volume 3, number 2, p. 12, November-December 1981. Available from Box 189, Olvedo, FL 32765.

This article evaluates a junior high school social studies program that emphasizes integration of content with developmental problem solving and writing skills. The four major skill components are analyzing social studies questions, demonstrating understanding of the questions, recording relevant information, and summarizing material.

EJ 251 416. "Development of Leadership Capacities in Children," by Susan Hillman and Gerald Smith. ELEMENTARY SCHOOL JOURNAL, volume 82, number 1, pp. 59-65, September 1981. Reprint available from UMI.

This article presents ways for elementary school teachers to promote children's leadership capacities. The three methods discussed require teachers to (1) reflect upon their own leadership styles and attitudes toward expression of student leadership, (2) provide educational environments that promote student leadership, and (3) build leadership skills in students.

EJ 250 414. "A Skills-Oriented History Curriculum," by Christine Naitove and Barbara Bartle. TODAY'S EDUCATION: SOCIAL STUDIES EDITION, volume 70, number 2, pp. 55-57, April-May 1981.

This article describes a junior high school social studies unit on the causes and effects of the French Revolution. Emphasis is on reasoning and on understanding the logic of cause-and-effect relationships. The article suggests how to help students improve reasoning and other skills, including reading critically, making a formal outline, selecting relevant evidence, and formulating hypotheses.

EJ 231 132. "Use a Tape Recorder to Teach Basic Skills," by Larry E. Rivers. SOCIAL STUDIES, volume 71, number 4, pp. 175-177, July-August 1980. Reprint available from UMI.

The author outlines a two-day lesson designed to illustrate how using a tape recorder can improve listening, reading, comprehension, and writing skills. After listening to "The Arrival of Africans to the American Colonies," students answer questions using the notes they took while listening.

EJ 231 129. "The First 'R'--Reasoning," by H. Michael Hartoonian. SOCIAL STUDIES, volume 71, number 4, pp. 156-162, July-August 1980. Reprint available from UMI.

This article explores ways to organize skills which aid in developing the reasoning process. A social studies curriculum focusing on a skill network composed of facilitating skills (observation, classification, spatial relationships), processes (inferring, predicting, hypothesizing), and operations (communications, interpretation, social judgment) is suggested.

EJ 226 491. "Balance Content and Skills in the Social Studies," by Judy Ferro. SOCIAL STUDIES, volume 71, number 3, pp. 118-120, May-June 1980. Reprint available from UMI.

The author suggests that the teaching of skills should be a major goal of all social studies courses. A list of activities that help to develop skills such as gathering and sharing information is presented.

EJ 218 571. "Content and Skills: Where We Have Been--Where We Must Go," by Richard E. Gross. SOCIAL STUDIES REVIEW, volume 19, number 1, pp. 7-9, 17, Fall 1979. Reprint available from UMI.

Gross addresses the need for a balance between skills-oriented and content-oriented approaches to teaching social studies. He also suggests a program in which an updated skills sequence could be interposed over an identified scope of prime content. This issue of SOCIAL STUDIES REVIEW contains a number of other articles on social studies skills. Sample titles include "A Skills Program for Social Studies," "Decision-Making: Why, What and How," and "Teaching Social Studies Skills to Your Students."

EJ 218 524. "Teaching Social Studies Skills," by June R. Chapin. INDIANA SOCIAL STUDIES QUARTERLY, volume 32, number 3, pp. 5-7, Winter 1979-1980. Reprint available from UMI.

This article offers reasons for the recent increased attention to social studies skills at all grade levels and outlines major skills in three areas--traditional (reading, listening, speaking, discussion, map skills, and written language); inquiry (developing hypotheses, collecting and analyzing data); and values (rational analysis, reading, and citizenship skills).

This issue of the INDIANA SOCIAL STUDIES QUARTERLY includes other articles on skills as well; sample titles include "Skills and the Social Studies: A Synergy," "Games People (Should) Play: Social Studies Skill Instruction," and "Geographic Skills in the Early Elementary Years."

STUDENT AND TEACHER MATERIALS

Print and audiovisual materials for students and teacher resources follow. Information for ordering materials is provided in each annotation. Please write directly to the publisher for more information.

STUDENT MATERIALS

CREATIVE PROBLEM SOLVING: PLANNING NEW WORLDS, by James A. McAlpine and others. 1982. Grades 3-9.

Sunburst Communications, Inc.
39 Washington Avenue
Pleasantville, NY 12901
Price: stand-up display box containing 60 activity cards, 26 reproducible worksheets, 2 student information sheets, 1 record sheet, and a teacher's guide, $85.00.

This kit contains activities to help gifted students in grades 3-9 use Bloom's taxonomy and a creative problem-solving model to find solutions to problems of the future. The kit can be used in independent study courses or to supplement the regular curriculum. Problems examined include distribution of food, methods of travel, city planning, and terrorism.

GRAPHICAL COMPREHENSION: HOW TO READ AND MAKE GRAPHS, by Edward B. Fry. 1981. Grades 9-12.

Jamestown Publishers
Box 6743
Providence, RI 02940
Price: text, paperbound, 160 pp., $7.00.

This supplementary text is designed to foster graphical literacy. The text contains 35 exercises, each presenting a graph--from common bar

graphs to more unusual process charts--followed by questions and activities that help students apply graph-interpretation or -construction skills. The activities are not sequenced and cover a wide range of topics--sports, the stock market, driving, etc.

INTRODUCTION TO THE SOCIAL SCIENCES, by John Jay Bostingl. 1980. Grades 7-10.

Allyn and Bacon, Inc.
7 Wells Avenue
Newton, MA 02159
Price: text, 630 pp., $15.21; teacher's guide, $15.60.

This text introduces students to the social sciences, presenting the basic concepts, background, and necessary skills for understanding and using the various disciplines. The text begins with two skill units--one on logic and reasoning, one on study skills--followed by units on the individual disciplines. Activities and exercises throughout develop such skills as problem solving, analyzing pictures, interpreting charts and graphs, using maps and globes, gathering and sorting data, and estimating.

MINDSTRETCHERS: EXERCISES TO SHARPEN PERCEPTION AND PROBLEM SOLVING SKILLS. 1981. Grades 7-12.

Learning Seed
21250 North Andover Road
Kildeer, IL 60047
Price: kit containing 76 slides and teacher's guide, $55.00.

This slide kit is divided into four sections, each focusing on a problem-solving skill: developing perception, rearranging elements of a problem, generating alternatives, and seeing connections. Each section contains 20 problems with matching slides. Working in small or large groups, students practice brainstorming and deferring judgment as well as problem-solving and perceptual skills.

READING SKILLS FOR THE SOCIAL STUDIES, by Dale I. Foreman and Sally J. Allen. 1980. Grades 3-6.

Modern Curriculum Press
13900 Prospect Road
Cleveland, OH 44136
Price: 8 workbooks, 64 pp. each, $2.96 each.

This series is designed to help students learn social studies concepts and skills through workbook activities emphasizing reading skills. Two workbooks are provided for each grade level, one focusing on "Understanding Concepts," the other on "Using Maps, Charts, and Graphs." The content covered in the workbooks follows the content arrangement in most elementary social studies series--community in grade 3, geographic regions in grade 4, the United States in grade 5, and the world in grade 6.

REASONING SKILLS PACKAGE, by Rudolph F. Wagner. 1982. Grades 9-12.

J. Weston Walch
Box 658
Portland, ME 04104
Price: 100 black-line masters for worksheets, $26.00.

This package contains five sets of lessons. Topics covered are summaries and symbolizations, classification and opposites, analogies and similes, inferential thinking, and creative thinking and problem solving. Each set contains 20 lessons, a teacher's guide, and an answer key. These activities would be especially useful with gifted students, as they encourage students to move beyond literal, convergent thinking to creative, divergent thinking.

SCHOLASTIC SOCIAL STUDIES SKILLS PROGRAM. 1980. Grades 7-12.

Scholastic Book Services
904 Sylvan Avenue
Englewood Cliffs, NJ 07632
Price: 15 teacher's guides, each containing 12 pages of teaching material, 12 transparencies, and 24 duplicating masters, $17.95 each.

This series of units is designed to develop secondary students' social studies skills in eight areas: reading maps, reading charts, reading graphs, critical thinking, decision making, reference and research, time and sequence, and understanding political cartoons. The primary teaching tools used are transparencies and worksheets, which introduce students to the subject skills and provide opportunities for them to practice those skills. The units are divided into three levels, depending on students' previous level of exposure to the skills.

SOCIAL SCIENCE SKILLS: ACTIVITIES FOR THE SECONDARY CLASSROOM. 1981. Grades 7-12.

Teachers College Press
1234 Amsterdam Avenue
New York, NY 10027
Price: 7 books, each containing a teacher's guide and 14 to 41 duplicating masters, $11.95 to $17.95.

This series provides 33 activities designed to help students "learn both the value and the limitations of quantitative data and methods in the study of social issues and in daily decision making by citizens." The activities are organized into seven books by theme: world issues, population issues, economic issues, energy/consumer issues, American lifestyle issues, American government issues, and basic skills. Such quantitative concepts as indicators and index numbers, percentage and ratio, graphs, and measures of average are covered.

SOCIAL STUDIES SKILLS: A BASIC SKILL BOX. 1980. Grades 6-12.

Social Studies School Service
10,000 Culver Boulevard
Dept. 13
Culver City, CA 90230
Price: box containing 502 reproducible pages and teacher's guide, $125.00.

This skill package is designed to improve skills in five areas: report writing, evaluation, study, group work, and influence. For each skill area, the package contains four to seven individual learning activity packages on specific topics. For example, for evaluation skills, the kit provides learning packages on evaluating the media, evidence, political bias, and statistics.

THINKABOUT. 1979. Grades 5-6.

Agency for Instructional Television
Box A
Bloomington, IN 47402
Price: 60 video cassettes or films; contact publisher for information on rental and purchase options.

THINKABOUT is a classroom video series designed to strengthen the reasoning skills of fifth- and sixth-grade students and to review and reinforce their language arts, mathematics, social studies, and study skills. The series consists of sixty 15-minute programs organized into 13 skill clusters, all emphasizing effective thinking. Topics covered on the videotapes and in the supplemental activities suggested in the teacher's guide are of high interest to intermediate-level students.

THINKING SKILLS: INTRODUCTION TO CRITICAL THINKING. 1981. Grades 9-12.

Human Relations Media
175 Tompkins Avenue
Pleasantville, NY 10570
Price: 4 filmstrip/cassettes and teacher's guide, $159.00

One of a number of programs on skills available from Human Relations Media, this package draws on the "latest scientific research to teach thinking as a skill which can be improved." The four programs in the package focus on "Thinking As a Skill," "Logical Thinking," "Creative Thinking," and "Memory." Sample problems and quizzes are provided to help students practice the skills demonstrated in the filmstrips.

UNLOCKING SOCIAL STUDIES SKILLS, by John R. O'Connor and Robert M. Goldberg. 1980. Grades 6-12.

Globe Book Co.
40 West 23rd Street
New York, NY 10010
Price: workbook, 124 pp., $3.60.

This workbook presents 32 lessons designed for upper elementary and secondary students who need remediation in basic social studies skills. Exercises progress from such simple skills as locating places on a map to such complex tasks as summarizing research data.

TEACHER RESOURCES

ELMENTARY SOCIAL STUDIES: A SKILLS EMPHASIS, by Richard A. Servey. 1981. 429 pp.

Allyn and Bacon, Inc.
7 Wells Avenue
Newton, MA 02159
Price: $17.95.

Servey believes that the social studies program must focus on "the needs of children to learn, improve, and apply skills if the purpose of social studies is to be fulfilled." The book presents a rationale for including social studies in the elementary curriculum and lists three arrays of skills critical to learning: interaction skills, inquiry skills, and information-output skills. It then describes methods of assessing the skills in order to provide baseline data for program planning. Many examples of activities for developing the three categories of skills are presented, and the problem areas of group-work skills and skills of dealing with controversial issues are examined. Individualized instruction, instructional planning, and assessment are also covered.

ESSENTIAL SOCIAL STUDIES SKILLS FOR SENIOR HIGH SCHOOL STUDENTS, edited by Stuart Stockhaus. 1981. 328 pp.

Social Science Education Consortium, Inc.
855 Broadway
Boulder, CO 80302
Price: $15.00.

This spiralbound handbook contains diagnostic test items and reproducible reinforcement lessons for four major categories of social studies skills: locating information, evaluating information, using time and place, and analyzing social problems. Each broad skill area is divided into several subskills; between one and thirty lessons are provided for each subskill. The test bank contains items for determining which skill areas need reinforcement.

GAMES CHILDREN SHOULD PLAY, by Mary K. Cihak and Barbara Jackson Heron. 1980. 256 pp.

Scott, Foresman and Co.
1900 East Lake Avenue
Glenview, IL 60606
Price: $9.95.

The authors of this book, subtitled SEQUENTIAL LESSONS FOR TEACHING COMMUNICATION SKILLS IN GRADES K-6, believe that "learning to listen, speak, and problem solve is surely as basic as learning to read, add, and punctuate a sentence." They have therefore developed a yearlong series of lessons suitable for use with entire classes or small groups of students. The lessons are divided into six sections, which generally focus on the following topics: understanding yourself and others, the process of communication, listening skills, nonverbal communication, communicating through words, solving problems, assertiveness, and a review of the school year and personal and group growth. Many of the lessons are correlated with language arts or social studies topics, but others can be used in art, music, mathematics, or science.

MEDIA/CLASSROOM SKILLS: GAMES FOR THE MIDDLE SCHOOL, VOLUME 1, by Jeanne E. Wieckert and Irene Wood Bell. 1981. 250 pp.

Libraries Unlimited, Inc.
Box 263
Littleton, CO 80160
Price: $17.50.

This volume presents an introduction to the use of games, along with directions for more than 90 learning games. The games are divided into five categories: the media center, language arts, social studies, foreign languages, and art. A companion volume presents games for use in developing science, math, physical education, and life skills. The social studies chapter includes 19 games serving such diverse purposes as developing skill in use of coordinates, promoting interest in Africa, and acquainting students with sectionalism. Game procedures are equally varied.

TEACHING MAP AND GLOBE SKILLS, by Elizabeth L. Hovinen. 1982. 175 pp.

Rand McNally and Co.
Box 7600
Chicago, IL 60680
Price: $5.00.

This handbook provides a great deal of information about maps, map-reading, map-making, and teaching about maps. The first section of the book provides a developmental program of map and globe skills for the grade clusters K-2, 3-4, 4-6, and 6-12. The second section focuses on use of special-purpose maps, while the third section covers map-making. The final section presents suggestions for helping children with special needs learn to use maps. The appendix provides tips on selection, use, and care of maps.

TEACHING READING/THINKING/STUDY SKILLS IN CONTENT CLASSROOMS, by Marian J. Tonjes and Miles V. Zintz. 1981. 436 pp.

Wm. C. Brown Co.
2460 Kerper Boulevard
Dubuque, IA 52001
Price: $16.95.

This book, although intended for college students preparing to teach reading in grades 4-12, would also be useful to inservice educators. The text has three major parts. The first provides background information on foundations of reading, the second examines skills, and the third presents classroom applications of the information presented in the previous two sections. This third section covers classroom organization, reading strategies, content-specific skills, and ways of enriching content presented through texts with supplementary reading.

TIPS FOR SOCIAL STUDIES TEACHERS: ACTIVITIES FROM ERIC, edited by Laurel R. Singleton. 1983. 192 pp.

Social Science Education Consortium, Inc.
855 Broadway
Boulder, CO 80302
Price: $10.95.

This handbook contains 34 action-oriented lessons for use by K-8 social studies teachers. The lessons are designed to stimulate student interest and participation while developing their social studies skills and understanding of themselves and others as human beings, citizenship, geography, U.S. history, and global concerns. Since most of the lessons can be completed in one class period, this handbook is a useful resource for substitutes.

SELECTED SOCIAL STUDIES SKILLS: 88 REINFORCEMENT LESSONS FOR SECONDARY STUDENTS, edited by Stuart Stockhaus. 1979. 232 pp.

Social Science Education Consortium, Inc.
855 Broadway
Boulder, CO 80302
Price: $17.00.

These 88 reinforcement lessons deal with four general skill areas: using reference aids; understanding tables, graphs, and cartoons; geography skills; and evaluating information. Several subskills within each of these areas are identified, and at least two lessons are provided for each subskill. Lessons can be used individually or by an entire class. They are especially useful for remediation.

WRITING IN ELEMENTARY SCHOOL SOCIAL STUDIES, edited by Barry K. Beyer and Robert Gilstrap. 1982. 216 pp.

Social Science Education Consortium, Inc.
855 Broadway
Boulder, CO 80302
Price: $10.95.

Twenty classroom teachers contributed to this sourcebook of tips, strategies, and activities for effectively using writing with children in grades K-6. The contents are organized into four parts: research on the teaching and learning of writing, development of readiness for writing, using writing to learn subject-matter content, and combining writing with social studies.